

The Girl Who Hadn't Time.

I know a little lassie—yes, I know her very well.
Her name you ask? I don't believe she'd like to have me tell;
But I suppose I'll have to call her something in my rhyme.
And so I'll name her (just pro tem) "The girl who hadn't time."

This morning at the breakfast table I was much afraid
Her hair had not been combed at all—'twas such a "tousled" braid!
She "hadn't time" to comb it! Ha! All very well, mayhap!
But I wonder where she got the time to take the second nap.

And then she hadn't time enough to get to school in season;
And then she missed her lesson, and the teacher asked the reason.
Why, she "hadn't time" to learn it! Now, I think it's queer, don't you,
Where she found the time to read that book of fairy tales quite through?

Oh, she's always very busy when the table should be set,
(If we waited her convenience, why, we might be waiting yet.)
And both her brothers know quite well that she could never stop
For the fraction of a jiffy, just to help them mend their top.

Ah, me! The fact, I fear, that each unbiased mind must strike
Is, the things she hasn't time for are the things she doesn't like.

LESSON NOTES.

SECOND QUARTER.

STUDIES IN THE ACTS AND EPISTLES

LESSON II.—APRIL 11

CONVERSION OF CORNELIUS.

ACTS 10 30-44. Memory verses, 36-38

GOLDEN TEXT.

Whosoever believeth in him shall receive remission of sins—Acts 10: 43.

OUTLINE.

1. The Centurion, v. 30-33.
2. The Apostle, v. 34-43
3. The Holy Spirit, v. 44.

Time.—About A.D. 40.

Place.—Caesarea, on the Mediterranean coast.

HOME READINGS.

- M. The devout centurion.—Acts 10: 1-8
- Tu. Peter's vision.—Acts 10: 9-15.
- W. The call obeyed.—Acts 10: 19-29.
- Th. Conversion of Cornelius.—Acts 10: 30-43.
- F. Gifts to Gentiles.—Acts 10: 44-45.
- S. A light to the Gentiles.—Isa. 49: 6-12.
- Su. Life by believing.—John 6: 37-47.

QUESTIONS FOR HOME STUDY.

1. The Centurion, v. 30-33.
Who was this Gentile?
How was Cornelius engaged four days before?
Who came to him as he prayed?
What words of encouragement did he hear?
What command was given him?
What did Cornelius do?
Why had he called his family and friends?
2. The Apostle, v. 34-43.
What apostle was this?
What great lesson had he learned?
Who is Lord of all?
Through whom was peace preached to the Jews?
How widely was this word preached?
What four things are said about Jesus?
Who were his witnesses?
How had God honoured Jesus?
What proofs are given that Jesus rose from the dead?
What were the apostles commanded to preach?
What testimony did the prophets give?
Golden Text.
What is the real spirit of prophecy?
Rev. 19: 10.
3. The Holy Spirit, v. 44.
On whom did the Holy Spirit come?
How may we secure the presence of the Holy Spirit? Acts 2: 38.

PRACTICAL TEACHINGS.

- Where in this lesson are we shown—
1. That God's mercy extends to all men?
 2. That Jesus makes pardon possible to all men?
 3. That the Holy Spirit may come upon all men?

SCHOOLBOYS IN INDIA.

BY STANLEY DUBOIS.

India is a land of boys, and they are naturally bright boys, eager to learn, industrious, and obedient. But they and their parents are usually very, very poor. However, poverty does not mean as much in that land as it does in ours, for the climate is kind to them, and the earth yields bountifully of her stores of food. The least little bit of clothing does the boys in India the whole year round, so their wants are few and easily supplied. I once visited a mission school in India. It was early in the morning, and as we went along the dusty road we could look across the country to the blue mountains far away, and see the heat waver and glimmer over the rice and cotton fields near at hand. Here and there, peeping out from clumps of trees, we could see the mud walls and thatched roofs of the cottages of the natives.

We soon came to the boys' school-house, but it wasn't a house at all. It was a school-tree, a great, big, over-spreading giant of a tulip tree, under whose grateful shade the boys were gathered. Not a bench, desk, or table was there, and their books were the few the teacher carried under his arm. The boys sat on the grass in rows with their backs to the teacher. Those who studied arithmetic spelling or writing had large, thin, flat boards, covered with a layer of sand, in which they did their work. Those who were too poor to afford that did the work on a sandy spot on the ground. They read from cards handed

"Any one who has noticed a snail feeding on a leaf must have wondered how such a soft, flabby, slimy animal can make such a sharp and clear-cut incision in the leaf, leaving an edge as smooth and straight as if it had been cut with a knife. That is due to the peculiar and formidable mouth he has. The snail eats with his tongue and the roof of his mouth. The tongue is a ribbon which the snail keeps in a coil in his mouth. This tongue is in reality a band saw, with the teeth on the surface instead of on the edge. The teeth are so small that as many as 30,000 of them have been found on one snail's tongue. They are exceedingly sharp. He can uncoil as much of this as he chooses, and the uncoiled part he brings into service. The roof of his mouth is as hard as bone. He grasps the leaf between his tongue and that hard substance, and, rasping away with his tongue, saws through the toughest leaf with ease, always leaving the edge smooth and straight."

A LESSON IN PATIENCE.

One of the happiest little boys I ever saw is a cripple, and he will never walk. His lower limbs are paralyzed, and the little fellow is wheeled around in a chair made for his especial use. When I first saw him I thought how awful it must be for a seven-year-old boy not to be able to run and play like other children, and, without thinking, I asked, "Isn't it lovely here? Don't you wish you could run and jump?"



PETER'S VISION (See S. S. Lesson.)

to them by the teacher. All studied out loud, but this did not seem to create any disturbance or confusion. They are taught the Lord's prayer in their native tongue, and each day as they leave school they are given a little card, containing a verse of Scripture which is to be committed to memory and repeated next day.

It is very difficult to reach the parents with religious teaching of any kind; but the boys are eager to learn. I have often seen a Hindu boy going down the middle of the street yelling out a Scripture verse at the top of his lungs, while learning his lesson for the next day, unknowingly sowing Gospel seed to all who heard him, which was just what the wise missionary meant he should do. Now, you know why they do not have school-houses, and books, and all the nice things we have here. They can't afford it, so the missionaries must do the best they can with the people and things as they find them. Did you ever stop to think that the most beautiful lesson that was ever taught was spoken by the Saviour, as he sat on the grass with the multitude and his disciples all about him?

That lesson fills the hearts of the boys and the girls just as full of good thoughts and deeds to-day as it did two thousand years ago.—Christian Uplook.

THE SNAIL'S MOUTH.

"It is a fortunate thing for man and the rest of the animal kingdom," said the naturalist, "that no large wild animal has a mouth constructed with the devouring apparatus built on the plan of the insignificant-looking snail's mouth, for that animal could devour anything that lives."

"Yes," said the little fellow, "I might like it, but I'm happy where I am, and perhaps I'd get hurt. Little boys do."
Then I felt rebuked, and the little boy, whistling and singing in his chair, playing with whatever is given to him, the minutes of the hours by which the days are told like sunbeams lighting and gladdening life's pathway, has been a lesson to me ever since I first saw him.—Washington Star.

GOOD ENOUGH

"You have planed this board well, have you, Frank?" asked the carpenter of an apprentice.
"Oh, it will do," replied the boy. "It don't need to be too well planed for the use to be made of it. Nobody will see it."
"It will not do if it is not planed as neat'y and smoothly as possible," replied the carpenter, who had the reputation of being the best and most conscientious workman in the city.
"I suppose I could make it smoother," said the boy.
"Then do it. 'Good enough' has but one meaning in my shop, and that is 'perfect.' If a thing is not perfect it is not good enough for me."
"You haven't made things look very orderly here in the back part of the stor'," said a merchant to a young clerk.
"Well, I thought it was well enough for back there, where things cannot be seen very plainly, and where customers seldom go."
"That won't do," said the merchant, sharply; and then added in a kinder tone, "You must get ideas of that kind out of your head, my boy, if you hope to succeed in life. That kind of 'good

enough' isn't much better than 'bad enough.'"

The girls who don't sweep in the corners or dust under things, and the boys who dispose of tasks as speedily as possible, declaring that things will "do" if they are not well done, are the boys and girls who are very likely to make failures in life because the habit of inaccuracy has become a part of their characters.

The old adage, "What is worth doing at all is worth doing well," is as true now as when it was first spoken, and it will always be true.

A LETTER WRITTEN AMID FLYING SHOTLS.

In the February Century is an article on "Nelson in the Battle of Copenhagen." Captain Mahan relates the following anecdote concerning Lord Nelson's letter proposing a truce to the Crown Prince of Denmark, despatched in the midst of hostilities: Nelson wrote in full view of all on the deck where he was, at the casing of the rudder-head, standing; and as he wrote an officer standing by took a copy. The original, in his own hand, was put into an envelope and sealed, with his arms. The officer was about to use a wafer, but Nelson said, "No; send for sealing-wax and candle." Some delay followed, owing to the man sent having had his head taken off by a ball. "Send another messenger for the wax," said the admiral when informed of this; and when the wafers were again suggested he simply reiterated the order. A large amount of wax was used, and extreme care taken that the impression of the seal should be perfect. Colonel Stewart asked, "Why, under so hot a fire and after so lamentable an accident, have you attached so much importance to a circumstance apparently trifling?" "Had I made use of a wafer," replied Nelson, "the wafer would have been still wet when the letter was presented to the Crown Prince; he would have inferred that the letter was sent off in a hurry, and that we had some very pressing reasons for being in a hurry. The wax told no tales." It was the same sagacious regard to effect which possibly dictated the byplay of putting his glass to his blind eye, and thus refusing to see Parker's signal of recall.

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